

Differential Distribution and Utilization of Human and Material Resources on Students' Academic Performance in Secondary Schools in Ogun State

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Abstract

The main purposes of the study was to determine the differential distribution and utilization of human and material resources on students' academic performance in secondary schools in Ogun State. Two hypotheses were formulated and tested. The target population considered for this study was all the two hundred and fifty five (255) secondary schools in Ogun state during the period under study (1999 - 2004). A mutli-stage sampling procedure was used to select the local government areas, the state-owned schools, teachers and students while all the three (3) federal government colleges were chosen for this study. A total of 51 schools having 51 principle 510 teachers 1020 students based on the proprietorship (federal/state) were used. A self-developed instrument called Education Resource Questionnaires (EQR) was used as questionnaire for principals, teachers and students after establishing the validity and reliability coefficient. The data collected were analyzed using multiple regression analysis. Pearson Product Moment Correlation and independent t-test statistics. The findings revealed that there was a significant difference in the utilization of human resources in state owned and federal owned secondary schools in Ogun state. It was also found out that a significant difference occurred in the utilization of material resources in state-owned and federal government owned secondary schools in Ogun state. It was recommended that greater effects should be made that the available resources are utilized for the benefit of the students. Moreover, regular internal inspection of teacher and other resources is made and corrective resources be ensured. Also, Ogun state government should as a matter of necessity improve the quality and number of teachers and provide adequate instructional materials.

Keywords: Differential Distribution, Utilization, Resource, Academic Performance.

1. Background to the study

The National Policy on Education (2004) stipulated that education will continue to receive special attention in the national development plan. To realize this objective, Ogun state government has given priority attention to the education sector of its administration. For a good educational policy or programme to guarantee quality outputs, it must be serviced optimally with appropriately trained and motivated teaching staff, adequately supplied with necessary facilities and equipment. Resources (human and material) therefore, constitute the principal bedrock of an educational system unfortunately, the Nigerian education system has hardly tuned itself these realities.

Secondary education occupies a strategic position in Nigerian education system. It serves as a link between primary and higher education by absorbing the products of the former and supplying entrants into the latter. Ogun state which is the focus of the study, had about 300,000 students in 255 secondary schools (Ogun State Education Handbook, 2004). These schools are differentially provided with essential resources, probably due to not only the fact that they were established by different bodies, but also due to the fact that different bodies participated with the government in the running of each of these schools in form of aids and donations.

The measurement of its performance has to be in view of the stated objectives. The broad aim of secondary education is to prepare individual for:

- useful living within the society.
- higher education (FGN 2004:17).

However, it has been stated in the national policy on education (2004) in specific terms what secondary education should be. The sum total of these aims is that a Nigerian youth should develop into well integrated person who is socially stable, moral dependent, mentally and physically alert, intellectually equipped, nationally and internationally oriented and culturally adjusted. The Nigerian youth is subjected to competitive examinations, which may be intended for selecting candidate for employment, promotion or admission into secondary schools or tertiary institutions of learning. The quest for success in competitive or selective examination has led to series of examination malpractice at all levels of educational systems. Despite the penalties accrued to it, Nigerian youths stuck employ various and sophisticated method to cheat during examinations.

The issue of low academic (WAEC, SSCE, and NECO) is not peculiar to Ogun state alone. A workshop on raising the standard of performance in public examination was organized by the West African Examination

Council in 1992 and it was resolved that government at both federal levels and state levels should as a matter of urgency improve the physical structures in schools, provide instructional materials, recruit qualified teachers, improve on management of schools and increase fundings to schools in its effort to meet the educational needs of the people, especially at the secondary school level.

Adewumi (1992) attributed the poor performance to lack of seriousness, consciousness, determination and discipline on the part of the most students. In some states, where the government wanted to purchase political popularity with cheap education, thousands of artisans, jobless products or primary schools who had dropped out of the system for a number of years, quickly found their way back into the classroom to take advantage of the free education. With this, there was no screening, placement evaluation, no discrimination in these schools, except those of the federal government colleges and some selected special schools. Notes of 'admit the bearer' become the only passport that guaranteed places for the students in the best schools in town. Since the politicians did not plan for such great influx of pupils into the system especially at the secondary school level, enrolment in the classes increased from 30/35 to 60/100 (Ezewu, 1986). However, for the teachers, the work became impracticable; marking of assignments became tedious and burdensome, while the compilation of result becomes a frustrating exercise.

The smooth functioning of any organization depends largely on the availability of adequate resources. Educational resources which are the sum total of everything that goes into the system, are very essential for the effective operation and maintenance of the system. School buildings, students enrolment, adequate and qualified teaching staff, furniture, textbooks, and their infrastructures at that are vital for the system are part of educational resources (Oni, 1988). The educational resources are human, physical, material and financial resources. For a high and uniform academic standard, these resources especially (human and material) must not only be available in adequate quantity, but also be equitably distributed and utilized well amongst secondary schools.

Studies by Zaku (1999), Ibi (2002), Kida (2004) and Usman (2005) revealed that there were obvious numbers of factors that cause low academic performance by students at the SSCE in almost all the states of the federation. These problems were most connected with supply and the utilization of human and material resources in these schools. These were challenges on indiscipline and truancy or the part of students, poor resources management by schools authorities (principals) and imbalance distribution of educational resources by the government. Irregular supervision and inspection by the inspectorate unit of the Ministry of Education and lack of discipline by principals for their inability to manage and control teachers in our schools are also part of these problems. There has been serious concern on the part of parents and also by the government on the mass failure of students over the years at the SSCE examination in Ogun state. The most common challenges among these were inadequacies in terms of human and materials resources in the secondary schools systems (Akinwonmi, 2006).

Goal attainment in any school depends on adequate supply of suitable and efficient teachers and relevant materials resources that would enhance proper teaching and learning process within a conducive environment. When resources are available, learning becomes more meaningful and through them information that is incidental to the process of teaching is communicated permanently to the students, and moreover, facts are retained better when supplemented with educational resources.

1.1 *Purpose of the study*

The purpose of this study was to investigate into the differential distribution and utilization of human and material resources in secondary schools in Ogun state with a view to bring about optimal productivity.

1.2 *Research hypotheses*

The following research hypothesis were formulated and tested in this study.

1. There is no significant difference in the utilization of human resources on academic performance between state-owned and federal government-owned secondary schools in Ogun state.
2. There is no significant difference in the utilization of material resources on academic performance between state-owned and federal government-owned secondary schools in Ogun State.

2. Methodology

The study adopted the descriptive survey research design of ex-post factor. Multi-Stage sampling procedure was used to select the local government areas, the state-owned schools, teachers and students while all the three (3) federal government colleges were chosen for this study. This makes a total of 48 state secondary schools and 3 federal secondary schools totally 51 secondary schools. A self-developed questionnaire was designed and used for the data collection after the reliability and the validity tests had been conducted. A set of questionnaire for the principals, teachers and students were used as instruments for data collection. A four (4) point Likert Scale type of questionnaire was used. Questions on the SSCE results for a period of 6 years were provided by the principals in which the data were analyzed using multiple regression (step wise) and independent t-test.

2.1 *Samples*

The population of the study consisted of all the principals, teachers and students. 10 out of the 20 local government areas of Ogun state were used as samples for this study.

2.2 Instrumentation

Three (3) instruments in questionnaire form were formulated by the researcher.

- Educational Resources Questionnaire for Principals (ERQP)
- Educational Resources Questionnaire for Teachers (ERQT)
- Educational Resources Questionnaire for Students (ERQT)

All the 3 instruments had their own background information and items seeking information on human and materials resources availability in each of the sampled schools. For ERQP, information on availability of human and material resources such as teachers qualification, students teacher ratio, performance of students in SSCE examination. For ERQT, information on subject teachers' attitude to numbers of classrooms, commitments of teacher etc. were sought for. For ERQS however, information on students' class, subjects, availability of material resources likes the libraries, laboratories, textbooks and other related questions were asked.

The instruments were faced validated, which the researcher gave a draft to some experts in questionnaires construction for their suggestions and criticisms. For reliability, the items were tested using test re-test reliability using two (2) secondary schools which were not part of the study. After two weeks, the test items were re-administered to the same respondents. The four point Likert Scale was used while Pearson Product Moment Correlation was used to determine the reliability of the instruments resulting to ERQP = 0.92, ERQT = 0.85, EGS = 0.88 respectively at 0.05 level of confidence.

3. Results

Hypothesis One – There is no significant difference in the utilization of human resources between state owned and federal owned government secondary schools on Ogun state.

The result in table I revealed that there was a significant difference in the utilization of human resources on academic performance between state owned and federal owned secondary school in Ogun state. The calculated t-value 38.06 was found to be higher than the significant value of 2.78 at 0.05 level of significance.

The null hypothesis, which states that there was no significant difference in the utilization of human resources on academic performance between state owned and federal government owned secondary schools, was therefore rejected by this findings. By implications, state owned and federal secondary school in Ogun state would differ in the utilization of human resources.

There is no significant difference in the utilization of material resources between state owned and federal owned government secondary schools in Ogun state.

Hypothesis Two: There is no significant difference in the utilization of material resources between State-Owned and Federal Government-Owned Secondary Schools in Ogun State.

The result in table II revealed that there was a significant difference in the utilization of material resources on the academic performance between state owned and federal owned secondary school in Ogun state. The calculated t-value 36.088 was found to be higher than the significant value of 2.78 at 0.05 level of significance.

The null hypothesis, which states that there was no significant difference in the utilization of material resources on academic performance between state owned and federal government owned secondary schools, was therefore rejected by this findings. By implications, state owned and federal secondary school in Ogun state would differ in the utilization of human resources.

3.1 Discussion of Findings

The main purpose of this study was to determine the differential distribution and utilization of human and materials resources on student's academic performance in state owned and federal secondary schools in Ogun state. It was found that both the material and human resources were practically inadequate and why they were adequate, they were not utilized well in these two types of schools. Contrary to the requirements of the National Policy on Education (2004) which stipulates that there should be one teacher per twenty-five (25), classes were over crowded with at least teacher/pupil ratio of 1:90 in state owned secondary schools and 1:40 in Federal secondary schools. Adewunmi (1992) noted the inadequate condition and remarked that where there classrooms, they were over-crowded, especially in state owned schools, to the extent that rooms originally meant for between 30-40 pupils, now take between 50-90 pupils with over-crowded, between 30-40 pupils, now take between 50-90 pupils with a good majority of them sitting on windows. In such a condition, neither the teacher nor the pupils can be free and relaxed as expected in a normal classroom. This had adverse effect on the results as obtained between 1999 – 2004 SSCE where there was a true reflection of lack of adequate human and material resources. Nwagu (1978), Adesina (1980), Oni (1995) cited by Akinwonmi (2006), asserted that the quality of education that our children receive bears direct relevance to the availability or lack of physical facilities and overall atmosphere in which learning take place.

The study also revealed that there was a differential distribution and utilization of human on academic performances between state-owned and federal government owned secondary school. This is to say that teachers are indispensable human resources in educational system. The success of any educational planning and implementation would largely depend on them. Akinwonmi (2006) citing Bigelow (1953) opined that if the

quality of education is to be maintained in order to ensure efficiency and effectiveness, there should be qualified and adequate required manpower within the school system. But what obtain in the secondary school has not met the requirement as per the National Policy on Education (2004) in terms of ratio of teacher/students and professional qualified teachers in these schools. Ajayi (1989) further observed that teacher education is the key to any educational development and that without adequate trained teachers; no country can hope to expand her educational facilities.

On the part of material resources availability and proper utilization of it enhance better academic performance. When students have access to materials resources such as textbook and writing materials, these will be consistence in attainment of educational standard (Fuller 1985). He said that availability and quality of materials facilities make possible a smooth operation of any school and thereby enhancing effective teaching-learning activity and when this is so, there is higher educational attainment by the students.

This study has revealed that basic facilities and equipment like textbooks, classrooms, tables and chairs, libraries, laboratories etc. were inadequate in the period under study (1999-2004). Students have no examination materials, and some had to borrow from other students. Because of this, Nwosu, (1981) observed that inexperience; poor teacher's qualification and inadequate facilities were problems affecting student's poor performance in practical examinations. This was in conformity with Asiwe (1985) cited by Kida (2004). According to Asiwe, the availability of educational resources was not even different in a classroom setting. Most times, teachers never find chalk to use, nor even the chairs to seat on, thereby many find it difficult in preparing lesson notes resulting to poor lesson given to students which they may not understand as required. This uncomfortable environment coupled with inadequate and poor utilization of educational would give an unsatisfactory result.

3.2 Implications for Educational Planners

Educational resources should be adequately distributed and utilized well to schools especially in the state owned secondary schools. Since students' academic performance has been found to be related with the utilization of human and material resources, schools administrators should make sure that adequate machinery is put in place for the proper usage available resources. This could be in form of instructional supervision where the principal lead the instructional process which will put the teachers on their toes to work fully utilizing the human and material resources.

4. Conclusion and Recommendations

The result of this study revealed that the utilization of human and material resources between state-owned and federal government owned secondary schools contributed to academic performance of students in Ogun state.

Based on the findings, it was recommended that greater efforts should be made that the available resources are utilized for the benefit of the students. Regular internal inspection of teachers and other resources is made and corrective resources be ensured. It is also recommended that where the government is unable to produce the resources, voluntary agencies, parents association and the old students' body should be encourage providing these resources. Since the utilization of human resources has been found to be a predictor to student's academic performance, their utilization should be buffered by the provision of incentives. Bonuses, allowance and tangible incentives should be given to the teachers. As a matter of necessity, the state government should improve the quality and number of teachers and provide instructional materials.

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Table I:Independent t-test analysis of difference in human resources utilization between state owned and federal secondary schools.

Group	Number	Mean	STD	MD	df	T	tab value	Remark
State Owned	48	14.88	2.219	1.12	49	38.058	2.78	S
Federal Owned	3	16.00	2.646					

Note: $p = 0.05$ i.e. the number of significance.

Table II:Independent t-test analysis of difference in material resources utilization between state owned and federal secondary schools

Group	Number	Mean	STD	MD	df	T	tab value	Remark
State Owned	48	15.49	2.360	1.16	49	36.088	2.78	S
Federal Owned	3	16.00	2.646					

Note: $p = 0.05$ i.e. the number of significance